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ABSTRACT

The document consists of all the material contained in the Student Guide as well as special material to guide the counselor at each step of the program, supplementary material on evaluation, and the introductory correspondence forms. Suggestions are made on how to select students for the career planning program. The background notes indicate the number of minutes to be devoted to each step, the approach to be taken, and the order in which material should be discussed. (MS)

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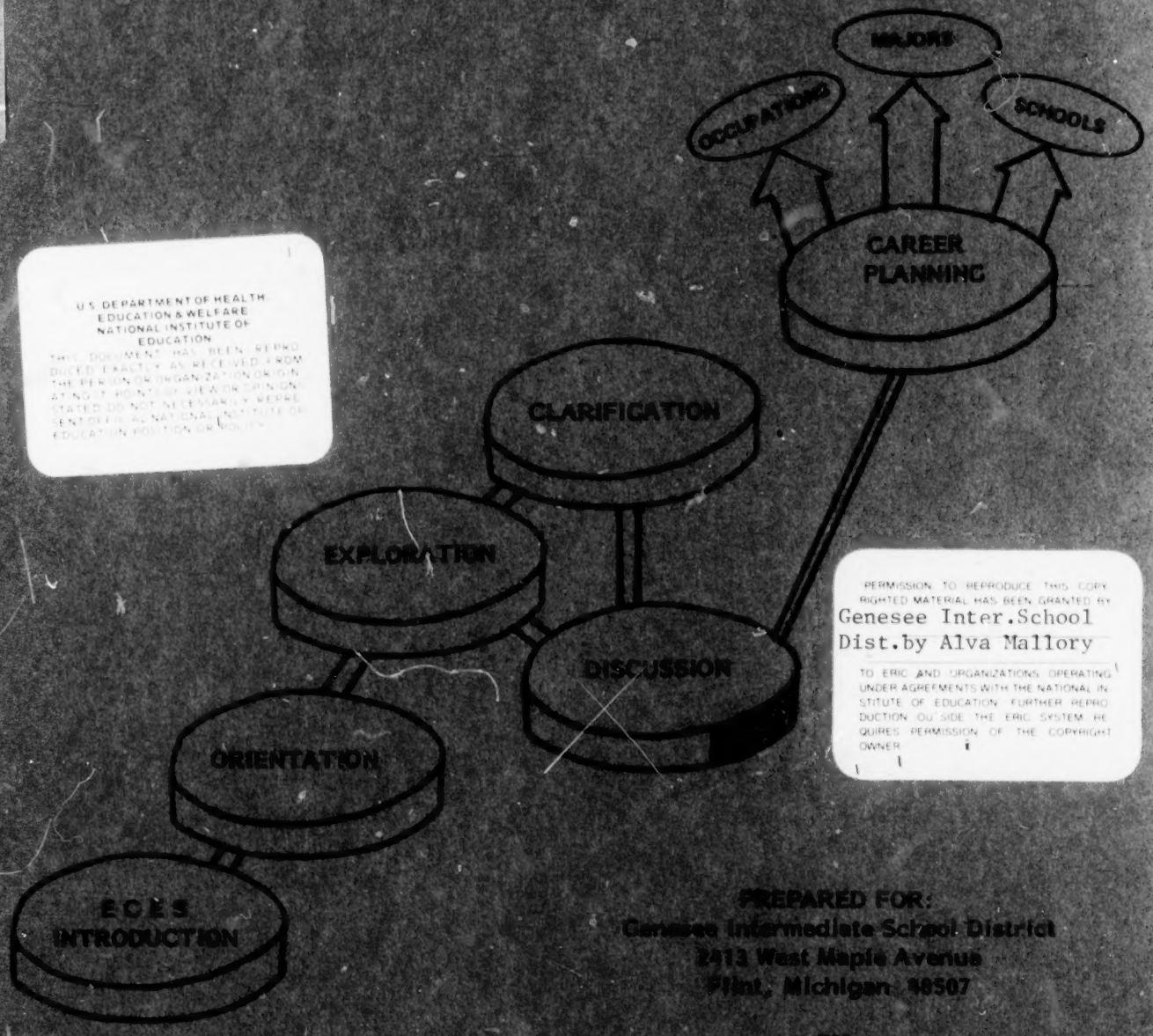
COUNSELOR GUIDE

TO CAREER DECISION-MAKING SKILLS



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PREPARED FOR:
Genesee Intermediate School District
2413 West Maple Avenue
Flint, Michigan 48507

BY:
Theodore W. Friel, Ph.D.
Eastern Psychological, Educational and Community Services, Inc.
Amherst, Massachusetts

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THE COUNSELOR AND STUDENT GUIDES TO CAREER DECISION-MAKING SKILLS

Designed for Use with the

EDUCATIONAL AND CAREER EXPLORATION SYSTEM (ECES)

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SELECTION

Program Goal: To achieve measurable growth in students' career-planning skills.

Select students who will:

1. Show up regularly.
2. Do the work.
3. Be able to use the experience.

   i.e., who have not already made all their career decisions;
   who can read;
   who are capable of participating in a group meeting.

This syllabus was designed for use with 10th grade students. You may, however, use it with 11th or 12th grade students if you wish.

The group size should range preferrably from eight to ten students. Make sure that all the students: 1) will be able to get out of classes or study halls; 2) will be able to come during the other half of their split sessions, if necessary.

Be careful of conflicts in scheduling.

ECES SYLLABUS TRAINING SUGGESTIONS

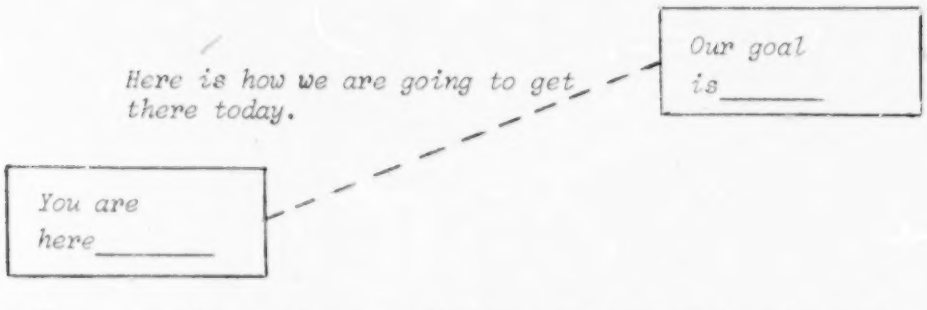
The syllabus is offered as a guide. The goal is to deliver the skills to students.

If you find it necessary to alter your use of the syllabus to better deliver to students, then feel free to do so. Please let Jeffrey Drake know of any changes you try. They may lead to improvements that everyone can benefit from.

We have made minor changes to the syllabus. Group meetings One and Two are changed and hopefully simplified. The student assignments have been simplified. The focus is less on homework and more on class participation. There is still quite an amount of material to cover, and you may find it helpful to add one or two group meetings.

Here are some points for teaching and group leadership:

Motivation - You may find it helpful before each group meeting to draw a model on the board of what that group meeting is designed to do. For example:



Teaching - There are three major ways that you can use to improve your teaching skills--beyond using effective interpersonal skills.

Every skill that you want students to master should be presented in three ways:

1. Didactic--or telling the student what you want him to learn and do.
2. Modeling--or showing the student what you want him to learn and do.
3. Experiential--or having the student demonstrate what it is that he has learned.

Other related teaching suggestions are as follows:

1. You should not only lead the students through but tell them what they have learned.
2. You should teach the students that you have taught them.
3. You should not give an assignment unless you prepare your students for the assignment.

Here are some possible problems and suggestions:

Problem 1: Not enough time. You may have difficulty completing some Group Meetings (i.e., 2, 8, 9) in the time allotted.

Suggestions:

1. Try to get 1½ hour blocks for these and other long meetings.
2. Try to anticipate the squeeze and do a part of full meetings in earlier or later groups.
3. Design additional homework assignments to cover the material more thoroughly out of class so your in-class time is more productive.

Problem 2: Too much material. There is a great deal of material to cover, particularly in relation to ECES, and students whose career-planning maturity is in its infancy.

Suggestions:

1. Use your monitors to prepare the students more thoroughly for the classes and personal visits.
2. Use students who are mastering the material to work with slower students. Actually assign one student to another student and give specific remedial work for them to cover to help the slow student catch up with the rest of the class.
3. A weekly time span is suggested between group meetings.

STUDENT EVALUATION

Rate each student on his homework and his classwork at each contact.

You will find two homework and seven classwork scales in the Supplement on the Student Evaluation Scale Sheet. Also in the Supplement you will find a Student Rating Worksheet.

The evaluation scales represent the dimensions of the behavior you will be rating. They will assist you in giving the student his two composite ratings at each contact.

PRE-PERSONAL VISIT and PRE-TEST

There is no longer a need for a pre-test. You may use one for input as you desire. Administration of the pre-test takes about 30 to 45 minutes.

GOAL 1: To motivate students to do assignment for first personal visit.

Step 1 (10 minutes) Show ECES Film.

Step 2 (10 minutes) Outline Syllabus program. Explain general purpose for each of the four parts.

1. Personal Visits--to give special attention to individual planning.
2. Terminal Visits--To give individual career planning opportunity.
3. Group Meeting--To prepare for making career plans and using ECES.
4. Assignments--To give practice in career planning skills.

Step 3 Tell each one when his personal visit will be.

There will be a post-test upon completion of the student's training.

PERSONAL VISIT 1

GOAL 1: To motivate the student to participate.

GOAL 2: Develop a contract with the student.

GOAL 3: Write out three specific syllabus objectives you have for the student.

Note — These suggested steps, like all suggested steps are just that--suggested steps. The goals are what are critical. Do what is necessary to accomplish these goals.

Steps 1, 2, and 3 should take approximately 20 minutes.
Steps 4 and 5 should take approximately 10 minutes.
Steps 6 and 7 should take approximately 10 minutes.

Step 1 — Respond to student at level he is presenting himself. Focus on both feelings and content that the student is presenting. Use pre-test for relevant material.

Step 2 — Communicate that you understand what student's goals are.

Step 3 — Tell student what this program can offer him, specifically, and how he can use it to reach his goals.

Step 4 — Spell out what you will require of student: 1) Homework; 2) Class Participation.

Step 5 — Spell out what student can expect from you.

- Responsive to him.
- Learn decision-making skills for career and for personal decision making.

  --Expanding.
  --Narrowing.
  --Develop a complete career plan.
  --Learn how to use ECES terminal to meet his unique needs.

Step 6 — Identify the three most important career planning goals the student has. (i.e., how to make decisions, where to go to college, what to do after high school, etc.)

Step 7 — Write out three goals for the student in terms of what the student will be able to do when he has completed this syllabus. Use the Student Goals Worksheet.

Review — (10 minutes)

Where student is.

Where student wants to go.

How student will get there.

What you expect of student.

What student can expect of you.

Make Assignment for Group Meeting 1.

STUDENT GOALS WORKSHEET

PERSONAL VISIT 1

GOAL 1:

(This is a sample Student Goals Worksheet. Please fill out the separate goals worksheets in duplicate, one for the student and one for the counselor.)

GOAL 2:

GOAL 3:

ASSIGNMENT FOR GROUP MEETING 1

GOAL: The goal of this assignment is to help you to expand the number of occupations you are considering.

Step 1 List two occupations you are considering:

1. _____

2. _____

Step 2 Now, you will learn a method for grouping occupations.

One way to group occupations is to group together those occupations that share a common interest. An interest is something that you like to do.

For example: doctors and waiters like to serve other people. The interest they share is providing service to people. So, one type of interest is providing service to people.

Other occupations that share this interest are:

policeman
clergyman
barber
stewardess
nurse aide

Can you list two occupations that share this interest:

1. _____

2. _____

Step 3 Another interest that people share is:

working outdoors

For example, the occupations of: farmer, gardener, greenskeeper, All share an interest of liking to work outdoors.

Can you list two other occupations that share this interest:

1. _____

2. _____

Step 4 You now have six occupations, two that share service interests, two that share outdoor interests, and two you were considering before.

HAND IN THIS ASSIGNMENT BEFORE GROUP MEETING 1.

GROUP MEETING 1

GOAL 1: (10 minutes) To motivate the student to participate in this class meeting.

Step 1 Help the group understand the benefits of working in a group, i.e.,

1. A chance to share your ideas.
2. A chance to see other people's way of thinking.
3. An opportunity to get other people's help.

Stress that you expect students to participate constructively with each other and to contribute to group efforts.

Throughout the Group Meeting continue to:

Step 2 Respond at Level 3 to each student commenting on his class participation and efforts.

Step 3 Respond at Level 3 to group as a whole, commenting on where they are in terms of the types of questions they asked.

Step 4 Respond to individuals and the group in terms of behavior related to good class participation and contributions.

GOAL 2: (20 minutes) Practice Expanding Alternatives.
Have field and level chart drawn on blackboard without column headings.

Step 1 Explain group task:

In this meeting our goal is to add to the list of alternative occupations you might consider. The reason for adding alternatives is to provide you with a greater opportunity of finding and preparing for an occupation that most closely meets your requirements.

The best way to do this is systematically. This lets you evaluate areas you may not have considered. It also gives you a method for handling new occupations you may consider.

Before you go on, ask the students to list two occupations that they are considering.

Step 2 Fill in on the board, the eight ECES fields, Define each in terms of the common interests shared as follows:

Service: providing service to people.

Business Contact: working with people in a business situation.

Business Organization: planning and leading a business situation.

Technology: working with equipment and machines to solve problems.

Outdoor: working outdoors.

Science: working with ideas and information to explore and solve problems.

General Culture: working to understand and relate knowledge about people.

Arts, Entertainment and Recreation: working to provide recreation for people.

Explain how an occupation can be in more than one field. Example: Physician is listed under "Service" and "Science". This shows that people with different interests can enter the same occupation and still be gratified by their work.

Step 3 Fill in the four ECES levels. Define each level in terms of the education requirements for occupations found in that level as follows:

Level 1 - People seeking to enter Level 1 occupations generally have at least a four-year college degree.

Level 2 - People seeking to enter Level 2 occupations generally have to have at least a two-year college associate degree.

Level 3 - People seeking to enter Level 3 occupations generally have to have at least one year of vocational, technical, or special training in or beyond high school.

Level 4 - People seeking to enter Level 4 occupations generally have to have a high school diploma or work experience necessary for a particular occupation.

Demonstrate placing an occupation in a cell and involve students in discussion as to whether placement was correct.

Step 4 Each student places an occupation from his list (Assignment 1) in an empty cell.

Step 5 Students discuss whether or not each placement is correct.

Step 6 Continue until all students have participated. If time permits, ask for volunteers to fill in any cells still empty.

Goal 3: (5 minutes) Expanding Specific Alternatives.

This section should be carefully explained and emphasized in terms of its goal and purpose:

Goal: To be able to list two new occupations that are related in your best-liked occupation.

Purpose: To give you a method for adding alternative occupations that are related to your plans.

Step 1 Hand out ECES Manual.

Step 2 Have each student identify the cell containing his best-liked occupation.

Step 3 Have each student list two occupations in that cell that he might also consider exploring.

Step 4 If two don't exist, have student move to nearest cell that is appropriate (up or down in same, based on educational plans).

Review: (10 minutes)

Have student restate purpose: To expand alternatives.

Have students restate reason or importance of goal.

Demonstrate each of the ways they have learned to do this by relating each way specifically to a particular student's experience. The three ways are listed below.

a. Systematically structure occupations by field and level.

1) by ability and skills (level).
2) by interests of the student (fields).

Emphasize that these two criteria:

- ability required = external criteria,
- personal interests = internal criteria,

for a systematic classification system that is the KEY to the student's ability to expand his alternatives.

He does this by filling in empty cells, or by adding more dimensions to either criteria and creating empty cells.

b. Place an occupation into a cell (using ECES Chart if necessary).

c. Find new occupations that are similar to ones they are now considering.

Make Assignment for Group Meeting 2.

ASSIGNMENT FOR GROUP MEETING 2

Step 1 List two occupations you are interested in:

1. _____

2. _____

Step 2 If you had to go to work in one of these occupations tomorrow, which one would you choose (assume that you have the necessary skills and training):

I would choose: _____

Step 3 List three of the reasons you used in making your choice:

1. _____

2. _____

3. _____

Step 4 Look at the reasons listed below. Check off any of the reasons that you could use to help you make your decision.

Salary	How much I make.
Working Conditions	My physical surroundings, i.e., a quiet office, a noisy factory, a cold room, changing climate outdoors.
Where You Would Be Employed	Who I would work for, i.e., small business, large business, the government, myself.
Personal Qualifications	What is expected of me, i.e., my strength, my personality, my ability to work alone, my ability to work in groups.
Chances For Advancement	How soon I can get promoted.
Education I will Get	What skills I will learn that will prepare me for my next occupation.
Activities	The kinds of things I would have to do.

HAND IN THIS ASSIGNMENT AT LEAST 4 DAYS BEFORE GROUP MEETING 2.

GROUP MEETING 2

Note — You will need to collect student assignments for this meeting in advance. You will need the names of the two occupations the student listed in Step 1. Then, get a microfilm print-out of the information on their occupations (or a similar occupation) for the students to use in the 2 x 7 decision-making model.

OBJECTIVES:

1. The student will expand his reasons for making choices.
2. The student will learn to classify these reasons according to his physical, intellectual and emotional needs.
3. The student will compare his choices by the assignment of numerical values.
4. The student will leave the meeting with one occupation to explore on his first visit to the ECES terminal.

GOAL 1: (10 minutes) To motivate the student to participate in this class meeting.

If homework assignments were handed in, hand back assignments. Make sure you write at least two comments on each paper:

1. Comment on the most positive aspect of the student's work.
2. Comment on any difficulty the student is having--and show him how to solve it.

If homework assignments were not handed in, continue with the following procedures.

Over the course of the meeting:

1. Respond to each student at least once at Level 3, focusing on his participation in the group.
2. Respond to the group as a whole at Level 3, focusing on their participation as a group.

GOAL 2: (35 minutes) Introduce the student to the Decision-Making Model.

I. Begin by introducing a simple 2 x 2 model. Have the student follow the steps on Worksheet #1.

Step 1 List two alternative occupations:

1. Counselor
2. Laborer

Step 2 List two reasons for choosing between the occupations:

1. Work with people.
2. Work indoors.

Step 3 Assign a weight (1 - 10) to each reason.

Step 4 Assign a favorability score to each reason for each occupation:

++ Very Favorable

\+ Favorable

+- Favorable and Unfavorable

\- Unfavorable

-- Very Unfavorable

Step 5 Multiply the weights by the favorability score.

Step 6 Add the occupation scores.

Step 7 The highest score represents the occupation that comes closest to meeting your requirements.

II. Next, have the student do a 2 x 2 model with his two occupations (Worksheet #2).

You walk him through the seven steps.

1. The student fills in his two alternatives.
2. The student fills in two criteria.
3. The student fills in his personal weights.
4. The student fills in favorability signs.
5. The student multiplies weights by signs to get cell scores.
6. The student adds all scores to get column scores.
7. The student identifies the occupation that comes closest to meeting his personal requirements.

III. Next, walk the student through a 2 x 7 model, letting him use his two occupations (Worksheet #3).

Use your two occupations--on the blackboard.

You might wish to briefly discuss the seven criteria as you introduce them.

If you wish, you can introduce the concept that reasons can be grouped into three major categories:

Physical Reasons--Things you want to do:

activities, working conditions.

Intellectual Reasons--things you want to think and know:

where employed, new knowledge learned.

Emotional-Interpersonal Reasons--things you want to feel or be:

personal qualifications, interest area (field).

Let students decide where "salary" belongs.

Emphasize that it is not so important which category the reason is grouped under. What is important, is that the groups are designed to help you think about additional reasons to use to make your decisions.

The student will need the microfilm information print-outs in order to fill in the favorability sign.

GOAL 3: (5 minutes) Discuss using the ECES terminal.

Purpose: To prepare for the next step in the program.

Assignment: Ask students to list five specific things they would like ECES to do for them in preparation for working at the terminal.

Purpose: To motivate students to use ECES terminal.

Make Assignment for Group Meeting 3.

WORKSHEET #1 FOR GROUP MEETING 2

		Occupation #1 Counselor		Occupation #2 Laborer	
Reason Values	Reasons	Favorability Sign	Score	Favorability Sign	Score
10	1. Work with people	++	20	-	-10
5	2. Work indoors	++	10	-	-5
		Total Score for Occup. #1	30	Total Score for Occup. #2	-15

WORKSHEET #2 FOR GROUP MEETING 2

		Occupation #1		Occupation #2	
Reason Values	Reasons	Favorability Sign	Score	Favorability Sign	Score
	1.				
	2.				
		Total Score = for Occup. #1		Total Score = for Occup. #2	

WORKSHEET #2 FOR GROUP MEETING 2

		OCCUPATION #1		OCCUPATION #2	
Reason Values	Reasons	Favorability Sign	Score	Favorability Sign	Score
	1.				
	2.				
		Total Score for Occupation #1 = _____		Total Score for Occupation #2 = _____	

WORKSHEET #3 FOR GROUP MEETING 2

OCCUPATIONAL ALTERNATIVES

ECES Reasons	Reason Values (1-10)	Occupation #1		Occupation #2	
		How Favorable?	Score	How Favorable?	Score
Activities					
Working Conditions					
Where Employed					
New Knowledge Learned					
Personal Qualifications					
Interest Area (field)					
Salary					

Total Score = Occupation #1 _____

Total Score = Occupation #2 _____

WORKSHEET #3 FOR GROUP MEETING 2

OCCUPATIONAL ALTERNATIVES

ECES Reasons	Reason Values (1-10)	OCCUPATION #1 How Favorable?	Score	OCCUPATION #2 How Favorable?	Score
Activities					
Working Conditions					
Where Employed					
New Knowledge Learned					
Personal Qualifications					
Interest Area (Field)					
Salary					
		Total Score Occupation #1 =		Total Score Occupation #2 =	

ASSIGNMENT FOR GROUP MEETING 3

GOAL: To start you thinking about the kinds of things you would like ECES to help you with in your career planning.

WHAT IS ECES?

ECES is a tool that you can use in your career planning.

ECES will help you expand your career alternatives.

ECES will help you narrow down your career alternatives.

ECES will help you learn about occupations, majors, and schools.

ECES will help you compare how you see yourself to many facts about the occupations, majors, and schools.

ECES will not make your career decisions for you.

YOUR ASSIGNMENT is to list five questions that you want answered about your career plans.

Be sure to include at least one question about occupations or jobs, one question about majors, and one question about schools. Your other two questions can be any type you want.

1. My question about Occupations is_____

_____

2. My question about Majors is_____

_____

3. My question about Schools is_____

_____

4. Another question is_____

_____

5. Another question is_____

_____

HAND IN YOUR ASSIGNMENT BEFORE GROUP MEETING 3.

GROUP MEETING 3

GOAL 1: (10 minutes) To motivate the student to participate in this class meeting.

If homework assignments were handed in, hand back assignments. Make sure you write at least two comments on each paper:

1. Comment on the most positive aspect of the student's work.
2. Comment on any difficulties the student is having--and show him how to solve it.

If homework assignments were not handed in, continue with the following procedures.

Over the course of the meeting:

1. Respond to each student at least once at Level 3, focusing on his participation in the group.
2. Respond to the group as a whole at Level 3, focusing on their participation as a group.

GOAL 2: (15 minutes) To show students what ECES has to offer them in general.

Step 1 Develop ECES outline from student questions.

Show that ECES offers:

- explanation
- clarification
- promotes discussion

Add orientation phase to ECES map.

Add Career Planning GOAL to ECES map.

Step 2 Review Fields and Levels concepts used in Group Meetings 1 and 2.

Demonstrate how they apply to the classification of both occupations and majors.

GOAL 3: (10 minutes) To tell students that ECES can be used to expand and narrow their alternatives.

ECES does this by providing the students with charts that will:

- help them explore new alternatives.
- help them review their occupational explorations.
- help them review their major exploration.
- help them plan their high school courses.
- help them rank order their best liked occupations.

It may be necessary to define a "major".

A "major" may be described as the group of similar courses that you take in a college or technical school. These courses enable you to concentrate in a specific area to become a specialist in that area. i.e., a biologist would major (concentrate) in many biology courses.

Hand out OVIS-VPI Search Strategy. Explain it in terms of another expanding strategy.

GOAL 4: (10 minutes) To complete the motivation of each student to work on ECES.

Step 1 Respond to each student in terms of his homework assignment.

Step 2 Spell out the features on ECES that each individual student can use to answer HIS questions.

GOAL 5: (10 minutes) To introduce students to the ECES monitor.

Step 1 Introduce monitor.

Step 2 Point out the monitor's services.

- answer each student's questions.
- give help with terminal.
- explain how each student could use ECES to answer his questions.
- help counselor with syllabus training.

Make Assignment for Terminal Visit 1 and Group Meeting 4.

STUDENT ASSIGNMENT FOR TERMINAL VISIT 1

GOAL 1: To learn how to use the ECES terminal.

Step 1 In ECES Manual Read:

Page 12 to find out how to explore an occupation.

Page 15 to find out how to explore a major.

Pages 19 & 20 to find out how the ECES charts can help you organize your ECES exploration.

Step 2 You will learn how to use the equipment during the orientation on ECES. Your monitor will be there to answer any questions and to help you get started.

Step 3 Things that are important for you to know before you use ECES:

- you can't hurt the equipment.
- use the monitors, they are there to help you.
- You control the computer.
- you will be entering your own self-estimates of your abilities, work values, and general learning ability.
- the information you put in is private, so be honest.
- whatever you put in will be remembered by the computer and organized for your use later.
- you can change answers any time you wish, so don't be afraid of making mistakes.

GOAL 2: To make the best use of your time on the ECES terminal.

Step 1 Make sure that you have a specific goal in mind before you go to ECES. In this way you will use your ECES time to your best advantage. Use your Worksheet for Terminal Visit 1 to help you develop specific goals.

Step 2 Complete your ECES exploration at the terminal.

- go through the orientation. Everyone has to do this the first time on ECES.
- explore one occupation

- explore one major.

- call for charts 10, 20, 40, 50, 92, 93, 94

- use the time you have left to explore anything you want.

Step 3 Are there any questions that you have that you want the counselor to answer about your explorations on ECES.

REMEMBER: THE MONITOR IS THERE TO HELP YOU!

GOAL 1: To choose occupations to explore.

Step 1 You have two ways to select an occupation.

A. One way is to use the occupation you chose as the most important to you in Group Meeting 2.

B. The other way is to use your search strategy and choose one of the occupations that looks interesting to you from those listed.

Step 2 The occupation I will explore first is:

_____ _____
Occupation ECES Number

Step 3 The occupation I will explore next if I have more time is:

_____ _____
Occupation ECES Number

GOAL 2: To choose majors to explore.

Step 1 You have two ways to select a major.

A. One way is to look on the major chart in the same field and level as the occupation you will explore first.

Select the major in that field and level that looks like it would prepare you for the occupation you will explore.

B. The other way is to use your search strategy and choose one of the majors that looks interesting to you from those listed.

Step 2 The major I will explore first is:

_____ _____
Major ECES Number

Step 3 The major I will explore next if I have time is:

_____ _____
Major ECES Number

GOAL 3: To identify questions you want your counselor to answer about your explorations on ECES.

Remember: Your monitor can answer any questions you have about the terminal.

One question I have about occupations is:

One question I have about majors is:

One question I have about the charts is:

BRING PRINT-OUT TO GROUP MEETING 4.
HAND IN WORKSHEET BEFORE GROUP MEETING 4.

ASSIGNMENT FOR GROUP MEETING 4

GOAL: To help you to review the different charts that ECES offers, and how they were of help to you.

Step 1 Fill out this chart:

ECES Chart	What Is The Purpose Of This Chart?	What Did You Learn From This Chart?	What Question Do You Have About It?
10	To summarize each occupation.		
20	To summarize each major.		
30	To review the courses you have taken, and your grades.		
40	To find other related fields and levels to explore (Explorations).		
50	To find other related fields and levels to explore (Interests).		
61	Recommends the Areas of Study for each occupation.		
62	Lists the high school courses and post high school majors in each area of study.		
63	Lists occupations that your best-liked high school courses will prepare you for.		

ECES Chart	What Is The Purpose Of This Chart?	What Did You Learn From This Chart?	What Question Do You Have About It?
64	Lists occupations that your best-liked post high school majors prepare you for.		
70	Lists how often each area of study has been recommended to you by the occupations you have explored and liked.		
80	To review all your occupational explorations. Also, to rank your occupations based on your personal requirements.		
91	To go through entire orientation again and replace all previous self-estimates.		
92	To change self-estimates of interests.		
93	To change your self estimates of work values.		
94	To change your self estimates of learning abilities.		

Step 2 HAND IN ASSIGNMENT BEFORE GROUP MEETING 4.

GROUP MEETING 4

GOAL 1: (10 minutes) To motivate the student to participate in this class meeting.

If homework assignments were handed in, hand back assignments. Make sure you write at least two comments on each paper.

1. Comment on the most positive aspect of the student's work.

2. Comment on any difficulties the student is having--and show him how to solve it.

If homework assignments were not handed in, continue with the following procedures.

Over the course of the meeting:

1. Respond to each student at least once at Level 3, focusing on his participation in the group.

2. Respond to the group as a whole at Level 3, focusing on their participation as a group.

GOAL 2: (20 minutes) Review the purposes and uses of the ECES charts, including those they have not yet used.

Step 1 For each chart, have students spell out:

- purpose of chart
- use of chart
- when to use it.

Step 2 Point out how each chart serves to help the student expand or narrow.

GOAL 3: (15 minutes) To select a search strategy for students' next terminal visit.

Step 1 Have student list the four search strategies:

- OVIS-VPI
- Chart 40
- Chart 50
- Best liked on ECES Chart.

Step 2 Have students pick one.

Step 3 Have students use that strategy to select:

- two occupations
- two related majors

that they will explore during their next terminal visit.

GOAL 4: (10 minutes) Review what students have learned so far:

1. Career Planning is:

   - Expanding Alternatives
   - Narrowing Down Alternatives

2. ECES is a tool to use in career planning.

Make Assignment for Terminal Visit 2 and Personal Visit 2.

WORKSHEET AND ASSIGNMENT FOR GROUP MEETING 4 (Counselor)

CHART	PURPOSE	WHEN TO USE
10	To summarize each occupation.	After exploring an occupation.
20	To summarize each major.	After exploring a major.
30	To review the courses you have taken, and your grades.	When you are planning which required and elective high school courses to take.
40	To find other related fields and levels to explore (Explorations).	To plan a search strategy.
50	To find other related fields and levels to explore (Interests).	To plan a search strategy.
61	Recommends the Areas of Study for each occupation.	This chart is given to you as you explore each occupation.
62	Lists the high school courses and post high school majors in each area of study.	With Chart 70 to plan your high school program.
63	Lists occupations that your best-liked high school courses prepare you for.	To plan a search strategy for occupations.
64	Lists occupations that your best-liked post high school major prepare you for.	To plan a search strategy for occupations.
70	Lists how often each area of study has been recommended to you by the occupations you have explored and liked.	With Chart 62 to plan your high school program.
80	To review all of your occupational explorations. Also, to rank your occupations based on your personal requirements.	When you are developing tentative career plans.
91	To go through entire orientation again and replace all previous self estimates.	When you are not sure that you answered the original questions (Orientation) about all your self estimates correctly.
92	To change your self estimates of interests.	When you are not sure that you answered the original questions (Orientation) about your interests correctly.

CHART	PURPOSE	WHEN TO USE
93	To change your self estimates of work values.	When you are not sure that you answered the original questions (Orientation) about your work values correctly.
94	To change your self estimates of learning abilities.	When you are not sure that you answered the original questions (Orientation) about your learning abilities correctly.

WORKSHEET FOR GROUP MEETING 4 (Student)

GOAL 1: To specify the purposes and uses of the ECES Charts.

CHARTS	PURPOSE	WHEN TO USE
10	To summarize each occupation.	
20	To summarize each major.	
30	To review the courses you have taken, and your grades.	
40	To find other related fields and levels to explore (Explorations).	
50	To find other related fields and levels to explore (Interests).	
61	Recommends the Area of Study for each occupation.	
62	Lists the high school courses and post high school majors in each area of study.	
63	Lists occupations that your best-liked high school courses will prepare you for.	
64	Lists occupations that your best-liked post high school majors prepare you for.	

CHART	PURPOSE	WHEN TO USE
70	Lists how often each area of study has been recommended to you by the occupations you have explored and liked.	
80	To review all of your occupational explorations. Also, to rank your occupations based on your personal requirements.	
91	To go through entire orientation again and replace all previous self-estimates.	
92	To change your self-estimates of interests.	
93	To change your self estimates of work values.	
94	To change your self estimates of learning abilities.	

GOAL 2: To develop a search strategy for your next terminal visit.

Step 1 The four search strategies are: (Circle the one you will use).

1. _____
2. _____
3. _____
4. _____

Step 2 The two occupations I choose to explore on ECES are:

1. _____
2. _____

Step 3 The two related majors I choose to explore on ECES are:

1. _____

2. _____

ASSIGNMENT FOR TERMINAL VISIT 2

GOAL 1: To develop a search strategy for your second terminal visit.

Step 1 Read your student manual.

Step 2 Read specifically about Chart 63.

Step 3 Identify your best-liked high school course.

GOAL 2: To use your terminal time most efficiently.

Step 1 Explore the two occupations you identified in Group Meeting 4.

Step 2 Call for Chart 10 after each exploration if you want it.

Step 3 Explore the two related majors you identified in Group Meeting 4.

Step 4 Call for Chart 63 and use your best-liked high school course.

Step 5 Explore anything you want in your remaining time.

BRING YOUR PRINT-OUT TO GROUP MEETING 5.

STUDENT ASSIGNMENT FOR PERSONAL VISIT 2

GOAL 1: To make sure that you cover any problems you are having with ECES.

Step 1 Write down any questions about ECES you want the counselor to answer during your personal visit.

ECES Questions:

1. _____

_____

_____

2. _____

_____

_____

GOAL 2: To identify your next steps in career planning.

Step 1 Write down three specific questions that you have about yourself in relation to your career plans.

My PERSONAL QUESTIONS about my career planning:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

GOAL 3: To make sure that you cover any problems you are having with the material covered in the group meetings.

Step 1 Write down any questions you have about how to make decisions, that is, how to expand your alternative choices, and how to narrow down your alternative choices.

1. _____

_____

2. _____

_____

Step 2 Write down any questions you have about selecting sources of information and the kinds of information to ask of each source.

1. _____

_____

2. _____

_____

Step 3 Write down any questions you have about the kinds of things that people are expected to do on the job or occupation you are considering most seriously.

1. _____

_____

2. _____

_____

HAND IN YOUR QUESTIONS BEFORE YOUR PERSONAL VISIT WITH YOUR COUNSELOR.

PERSONAL VISIT 2

Note 1 — Talk to your monitors to get any feedback they can offer as to students' progress and/or difficulties with ECES or his career planning.

Note 2 — You may wish to choose as one student goal some aspect of his classroom participation. This will give you a goal that you can observe and reinforce immediately in class. It can be related to the student's career growth in that it is a part of his emotional-interpersonal skill requirements.

GOAL 1: To motivate the student to think about and experience the extent to which he has matured so far.

Step 1 — Lay an interchangeable base, attending to feelings plus their meaning to this student.

Step 2 — Use as stimulus material and REFER TO SPECIFIC INSTANCES of:

1. The student's questions,
2. The student's participation in class,
3. The student's homework assignment.

Step 3 — Discuss specific PROGRESS the student has made. Emphasize the differences between where he started and where he is now. Focus on his strengths and his potential to act.

Step 4 — Discuss the student's PROGRESS in his:

1. Career Planning.
2. Decision-Making Skills.
3. Choices of Information Sources and Reasons Why Sources are Relevant:
   - personal information
   - factual information
   - the relationship of personal to factual information
4. Gaining Occupational Information:
   - specifically refer to the activities performed
   - specify physical, intellectual and emotional activities.

GOAL 2: To develop a systematic program for the student that will:

Motivate the student to continue his career planning.

Motivate the student to continue working with you.

Start the student out on his career planning by attaining his short-term goals.

Step 1 Using the student's homework and his class participation and your interchangeable base, develop a general profile of the student's career plans in the physical, intellectual and emotional areas of functioning. i.e.,

- is he a leader, contributor, participant, observer, or disruptor in each personally relevant skill in each of these three areas of functioning.

Step 2 Realize that while the student has many long and short-term goals, you have only a few hours over several weeks to work with the student.

Note 3 You may also wish to address this topic in the group meeting--discussing how it is important to set AND MEET short-term goals, in order to guarantee that you ultimately meet long-term goals.

Consequently, you should spell this out to the student, and when you pick a SHORT-TERM goal for the student to work towards, you should emphasize that it is a short-term goal, one that relates to and will lead toward his long-term goals, that relates to the class objectives, that is observable and measurable, and that WILL BE MASTERED before the ECES class is over.

You MUST guarantee the student's initial success with you and with his first program. The only way you can do this is to operate SYSTEMATICALLY, and FOLLOW THROUGH with the student at each and every step. So, make the GOAL and the steps SIMPLE.

Step 3 Follow the 11 steps of systematic program development.

Step 4 Write out the program with the student. Make certain the student understands why the program is systematic. i.e.,

- he can measure his progress from where he started.
- he knows how far away he is from his goal.
- he can identify steps that need to be rewritten.
- he can work on his own at his own pace.

Step 5 Make a specific date for when some number of steps will be completed. Make certain that the student knows that he must come to you and prove that he has completed these steps--at least. (Or before, if he has difficulty.)

Step 6 You must assign yourself a date to check on the student's progress before the date in Step 5 is reached.

The implicit message that you communicate by checking on the student's progress is that you care enough about him and his goal to make an extra effort to be certain he is succeeding. Your initiative in this matter is designed also to elicit his own initiative.

Step 7 Make a copy of the student's program to be used for evaluation purposes.

Make Assignment for Group Meeting 5.

HOW TO DEVELOP A PROGRAM

1. The first principle of program development is to define what a program is. A program is any means used to reach a goal. The best program is one where each step moves systematically towards the goal. Systematic programs allow you to know at each step how close you are to the goal.

2. The second principle of program development is to choose a goal. A goal tells you where you want to go. A goal also lets you know where you are. A goal will help you develop your program. Make sure you choose a goal within that area of functioning (physical, intellectual, or emotional-interpersonal) that provides you with the most helpee skills to draw from in guaranteeing that the helpee can reach the goal. Also, choose a goal that offers the least amount of distance between where the helpee is functioning and the "participant" level of functioning.

3. The third principle of program development is to make clear to everyone the reason why the goal is worthwhile. The reason helps you to understand how the goal fits into the big picture. The benefits make clear why the program is necessary.

4. The fourth principle of program development is to describe the goal in terms of observable behavior. All goals must be defined in terms of observable behavior. Without observable behavior there is no way of determining whether or not you reached the goal.

5. The fifth principle of program development is to develop as many physical, intellectual and emotional behaviors as will be needed in order to take the person from where he is to where he wants to go. Each behavior must be observable and measurable, and must bear a direct and functional relationship to the skills being learned and the goals being sought.

6. The sixth principle of program development is to rank the behaviors in terms of degree of difficulty. Difficulty ranges from the least difficult to the most difficult behavior. Behaviors are ranked in order to determine the steps leading to a goal. Make certain that the first step can be mastered with no difficulty. If necessary make the first step one that has already been mastered by the helpee.

7. The seventh principle of program development is to begin with the least difficult behavior. Beginning with the least difficult behavior increases your probability of succeeding. In addition, the least difficult behaviors lay the blocks upon which the more difficult behaviors are built.

8. The eighth principle of program development is to repeat specific behaviors over and over until mastered. The principle of repetition insures that the skill is learned. The principle of repetition insures that a sound foundation is laid for more difficult tasks.

9. The ninth principle of program development is to review all previous behaviors upon the mastery of each new behavior. This principle of review allows you to identify any weaknesses in previous learnings. The principle of review also enables you to strengthen and reinforce the foundation by retraining.

10. The tenth principle of program development is that advancement to the next most difficult behavior is dependent upon the mastery of all simpler behavior. This principle of advancement only after mastering simpler behaviors is the key to successfully achieving goals. The principle of advancement insures that you have the skills necessary to learn the next most difficult behavior.

11. The eleventh principle of program development is to conclude the program with the mastery of the most difficult behavior. The mastery of the most difficult behavior is the goal of the program. The mastery of the most difficult behavior includes the mastery of all simpler behaviors.

STUDENT WORKSHEET FOR PERSONAL VISIT 2

Individual student program for Goal Accomplishment.

During this session, you and your counselor will work together to determine exactly what your goals in career planning seem to be at this time.

So far, you have done some exploring on the ECES terminal, you have done some planning in groups, and you have done a good deal of thinking on your own. The goals you and your counselor work out today will take all these things into consideration.

Your efforts together will help you know where you are, how close you are to your goals, and exactly what your next step is.

Program for _____

Goal:

Why the Goal is important to me?

Steps: Place an "X" in the box before each step after completion of that step.

☐ Step 1

☐ Step 2

☐ Step 3

☐ Step 4

☐ Step 5

☐ Step 6

☐ Step 7

ASSIGNMENT FOR GROUP MEETING 5

GOAL 1: To become familiar with Charts 70 and 62.

PURPOSE A: To learn that Chart 70 will help you to come up with an "Area of Study" most often recommended by the occupations you liked.

PURPOSE B: To learn that Chart 62 will help you learn about the high school courses and "majors" in those "areas of study" recommended to you most often.

Step 1 Review the definitions of occupation, major, and area of study. (Use your Glossary).

Step 2 Read descriptions from the "Student Manual" of Charts 70 and 62.

GOAL 2: To introduce you to the steps in your career planning.

Step 1 Write down the name of the occupation or job you think you will earn your living at after you finish your schooling:

_____
(My occupational choice)

Step 2 How much education or training will you need to prepare yourself to enter this job?

_____
(Amount of Education I'll need)

Step 3 What specific major areas of study or training could you take to prepare for the job you choose in Step 1?

Step 4 What specific high school courses must you take to prepare for the level of schooling or training you wrote down in Step 2?

Step 5 What specific high school courses should you elect (if they were available) that would help to prepare you for the job you chose in Step 1?

HAND IN YOUR WORK BEFORE GROUP MEETING 5

GROUP MEETING 5

OBJECTIVE 1: To introduce the career planning concept by showing areas of study, occupations, majors and high school courses.

REASON 1: The student should understand how to use ECES to go from occupations, to areas of study, to majors and the high school courses in his career planning.

OBJECTIVE 2: To introduce the idea of narrowing and to show the importance of making decisions among short-run alternatives which insures maximum flexibility in subsequent long-run situations. i.e., always make decisions to increase your options where possible!

REASON 2: The student should understand the functions of Charts 70 and 62. Understanding of these charts will serve as an illustration of how to make decisions in the short-run and still maximize the number of degrees of freedom the student has available to him in the long-run.

GOAL 1: (10 minutes) To motivate the student to participate in this class meeting.

If homework assignments were handed in, hand back assignments. Make sure you write at least two comments on each paper.

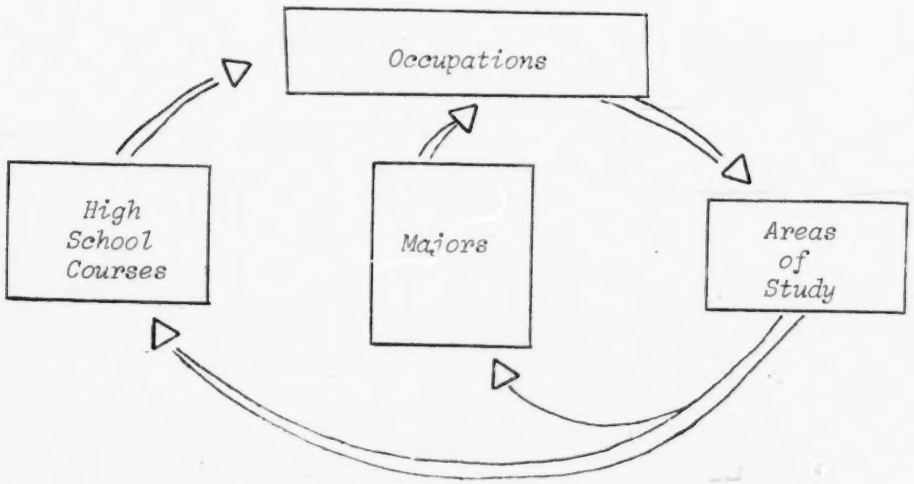
1. Comment on the most positive aspect of the student's work.
2. Comment on any difficulties the student is having--and show him how to solve it.

If homework assignments were not handed in, continue with the following procedures.

Over the course of the meeting:

1. Respond to each student at least once at Level 3, focusing on his participation in the group.
2. Respond to the group as a whole at Level 3, focusing on their participation in the group.

GOAL 2: (5 minutes) To introduce the concept of career planning. Have career planning diagram on the board.



Step 1 Explain that occupations, areas of study, majors and high school courses are all involved in career planning.

Step 2 Explain how Charts 61, 62, 63, and 64 relate to the career planning concept and how these charts can be used in career planning.

GOAL 3: (5 minutes) Learning to use Chart 70.

Step 1 List four occupations on the boards.

Step 2 List areas of study for each occupation with students suggesting the areas.

Step 3 Have the students note the frequency of each area of study.

Step 4 Have the student select the occupation (hopefully the occupation with the highest frequency of area of study.)

Step 5 Explain that Chart 70 does this same process for them.

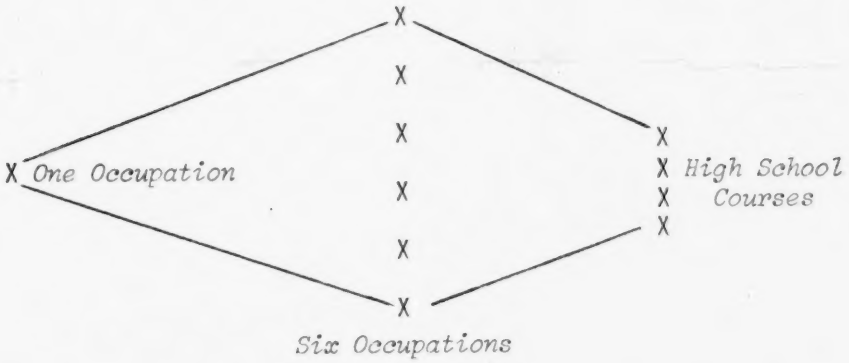
GOAL 4: (5 minutes) Learn to use Chart 62.

Step 1 Ask the students, "What do I have to know now?" Go into the need for knowing the necessary high school courses for an area of study.

Step 2 Point out that Chart 62 does the same process.

GOAL 5: (10 minutes) Relate decision-making skills of expanding and narrowing to exploration and Charts 70 and 62 on ECES for high school course selection.

Step 1 Explain the concept of expanding and narrowing pictorially, using the "diamond" principle:



Step 2 Show how expansion from one occupation to six occupations expands the students' options.

Step 3 Show that by selecting high school courses which relate of the six occupations, the student has narrowed his course c[illegible]s and yet has open the maximum degrees of freedom for subsequent occupational decisions.

GOAL 6: (10 minutes) To concretize the educational relationship to occupations.

Step 1 Use Items 2, 4, 5, from homework as examples of correct and incorrect understanding of the relationship between education and training requirements and what is required of persons wishing to entering jobs at the four different levels.

Step 2 Use one example for each level.

Be sure to include:

- Level of education required.
- The required high school courses for each level.
- The specific use of electives in high school as other means of preparation.

GOAL 7: (5 minutes) To have the student write out his own career plan.

Step 1-5 Have student correct any errors in his homework and use class to help him fill in a corrected career plan and write it on his Class Worksheet.

Make Assignment for Terminal Visit 3 and Group Meeting 6.

WORKSHEET FOR GROUP MEETING 5

GOAL 1: To familiarize you with Charts 70 and 62 on ECES.

GOAL 2: To introduce you to a model you will use for your career planning.

GOAL 3: To introduce you to the relationship between the world of work (jobs and occupations) and the world of education (the type and level of education you select).

GOAL 4: To leave you with a tentative career plan.

Step 1 Correct your homework assignment and write in your corrected career plan.

Step 2 Write down the name of the occupation or job you think you will earn your living at after you finish your schooling:

_____
(My occupational choice)

Step 3 How much education or training will you need to prepare yourself to enter this job?

_____
(Amount of education I'll need)

Step 4 What specific major areas of study or training could you take to prepare for the job you choose in Step 1?

Step 5 What specific high school courses must you take to prepare for the level of schooling or training you wrote down in Step 2?

Step 6 What specific high school courses should you elect (if they were available) that would help to prepare you for the job you chose in Step 1?

ASSIGNMENT AND WORKSHEET FOR TERMINAL VISIT 3

GOAL 1: To continue your exploration on ECES and learn how to use Charts 70 and 62.

Step 1 Write down the occupation you chose for the assignment for Group Meeting 5.

_____

Step 2 Now select one of the following search strategies to use to identify at least one new occupation related to the one you chose in Step 1. (Circle the number of the strategy you used).

1. Use Chart 63 to suggest occupations related to one of the high school courses recommended for the occupation you chose in Step 1.
2. Use Chart 64 to suggest occupations related to one of the majors recommended for the occupation you chose in Step 1.
3. Look for another occupation in the same cell (field and level intersection) as the occupation you chose in Step 1.
4. Use your OVIS search strategy sheet (with your counselor's help) to find other occupations that belong to the same test scale as the one you chose in Step 1.

Step 3 Use the search strategy to identify one new occupation to explore.

My new occupation is_____.

Step 4 During your exploration of the occupation, use Chart 62 to identify one related and new major you haven't yet explored.

My new major is_____.

Complete your exploration of the occupation.

Step 5 Ask for Chart 10 if you liked or weren't sure about the occupation.

Step 6 Explore the new major.

Step 7 Ask for Chart 20 if you liked or weren't sure about the major.

Step 8 Call for Chart 70.

Step 9 Call for Chart 62, using the area of study most often recommended by Chart 70.

Step 10 Explore.

BRING THIS ASSIGNMENT AND YOUR PRINT-OUT WITH YOU TO GROUP MEETING 6.

ASSIGNMENT FOR GROUP MEETING 6

GOAL 1: To learn how to use the decision-making model to narrow down the number of alternatives you are considering.

Step 1 Write down the names of the two occupations you liked the most on ECES:

1. _____

2. _____

Step 2 When you go to make decisions between these two occupations, you need certain kinds of information to help you make the decision.

What kinds of information have you learned about occupations from ECES that would help you make a decision between these two occupations?

Kinds of Information (the ten most important):

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Step 3 Have you gone about selecting your kinds of information (or reasons) systematically? That is, have you included some of the ECES reasons?

PHYSICAL reasons:
working conditions, activities.

INTELLECTUAL reasons:
education and training level required, where employed.

EMOTIONAL-INTERPERSONAL reasons:
personal qualifications, interest fields.

If not, go back to Step 2 and include those you forgot.

GOAL 2: To fill out the worksheet for this assignment.

Step 1 Write in your two occupational alternatives.

Step 2 Write in your 10 reasons.

Step 3 Assign a value from 1-10 to each reason, 10 being the most important to you and one being the least important to you.

Step 4 Assign a + or - favorability sign to each reason under each occupation:

SIGN	
++	Very Favorable
+	Favorable
+-	Not Related
-	Unfavorable
--	Very Unfavorable

Step 5 Multiply the value for each reason by the favorability sign in each cell in the first row to get a cell score.

Step 6 Repeat Step 5 for each reason.

Step 7 Add the scores for your two occupations.

You have just made a systematic decision between two occupations.

You have also indicated HOW MUCH more favorable one occupation is to the other.

In this way, you can compare many occupations together on the same reasons, and determine which one comes closest to meeting all of your requirements.

Also, if some of your reasons change over time, you have a systematic way of going back and reviewing your choices based on your new requirements, and, you can see how close your new choice comes to meeting your new requirements.

GOAL 3: To clear up any questions you have about how to use the decision-making model in your career planning, (or any personal decisions you may want to make.)

The questions I want answered are:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

HAND IN THIS ASSIGNMENT BEFORE GROUP MEETING 6.

WORKSHEET FOR ASSIGNMENT FOR GROUP MEETING 6

Reasons (from Step 2, page 31)	Reason Values (1-10)	Occupation #1		Occupation #2	
		Favorability Sign	Score	Favorability Sign	Score
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
			Total Score =		Total Score =

GROUP MEETING 6

GOAL 1: (10 minutes) To motivate the student to participate in this class meeting.

If homework assignments were handed in, hand back assignments. Make sure you write at least two comments on each paper.

1. Comment on the most positive aspect of the student's work.
2. Comment on any difficulties the student is having--and show him how to solve it.

If homework assignments were not handed in, continue with the following procedures.

Over the course of the meeting:

1. Respond to each student at least once at Level 3, focusing on his participation in the group.
2. Respond to the group as a whole at Level 3, focusing on their participation as a group.

GOAL 2: (15 minutes) To review decision-making skills and demonstrate how the model can be used for other decisions.

Note 1 You may find it helpful to pick out students who are planning different educational routes and let their situation serve as an example.

Step 1 Discuss making an education versus training school decision.

Have the class identify the "reasons" that should be used to decide between their two alternatives.

i.e., cost, years of training required, school entrance demands, utility of degree, interests, aptitudes, abilities, goals, occupational entrance requirements.

Step 2 Have students make own decision, using personally relevant reasons.

Note 2 AT EACH OF THE FOLLOWING STEPS, make sure that students who had difficulty with their homework assignments at that step get individual attention and understand their error and how to do it correctly.

1. DEFINE PROBLEM: Post high school alternatives are equal.

   i.e., Liberal Arts = Technical Training.

2. DEFINE GOAL: To make alternatives unequal.

   i.e., One more attractive than the other.
   Liberal Arts Education or Technical Training.

3. LIST ALTERNATIVES: Liberal Arts Education,
   Technical Training.

4. LIST REASONS: (All stated positively.)

Note 3 If you have not introduced the concept that criteria can be grouped according to physical, intellectual and emotional-interpersonal criteria, do so now. Emphasize that this categorization is designed only to provide the student with a systematic means of expanding and exploring his criteria.

   i.e., decision-making requirements.

   Be sure to emphasize and include factors in areas:

   Physical Intellectual Emotional

5. ASSIGN REASON VALUES: (Ties accepted.)

   10 = Most Important
   1 = Least Important

6. DETERMINE FAVORABILITY SIGN.

   ++ + +- - --

7. MULTIPLY VALUE BY SIGN TO GET CELL SCORES.

8. ADD COLUMNS.

9. ALTERNATIVE IS SELECTED.

GOAL 3: (15 minutes) Introduce Institutional Finder.

Step 1 Discuss selection between schools of the same type.

Step 2 Have class identify relevant reasons.

Four Year	Two Year	Technical
Type		
Size		
Region		
Major		
Other Personal Reasons		

Step 3 Hand out Institutional Finder packets.

Step 4 Have students fill out sheets in class.

Note 4 Have extra sheets available.

GOAL 4: (10 minutes) To review career-planning model and put Institution Finder in perspective.

Step 1 Review career-planning model, demonstrating where institutions after high school prepare the student with "SKILLS" to enter the occupation he is considering.

Emphasize how high school and post high school are ALL SKILLS acquisition, and how the greater the quality and quantity of skills a person has physically, intellectually and emotionally, the greater his level of functioning and the greater his degrees of freedom in taking advantage of alternatives in his life.

Make Assignments for Group Meeting 7.

WORKSHEET FOR GROUP MEETING 6

REASONS	Reason Values	EDUCATIONAL ALTERNATIVES: General Education — Favorability Sign	General Education — Score	Technical Training — Favorability Sign	Technical Training — Score
		Total Score =		Total Score =	

ASSIGNMENT FOR GROUP MEETING 7

GOAL 1: To learn how to identify which sources of information to go to when you are looking for help in making career-planning decisions.

INSTRUCTIONS:

When you have questions about your career plans, there are three different types of information you might be looking for.

The first is FACTS about the occupations, majors, and schools you are considering.

The second is PERSONAL information about who you are, your interests and your abilities, and who you want to be.

The third is the RELATIONSHIPS between the facts and your personal information, whether they compare favorably or unfavorably.

So, for every source of information you go to, you are asking for one or more of the three types of information.

Step 1 Write down at least seven FACTS that ECES has about each occupation.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Step 2 Write down at least three PERSONAL types of information that ECES collects about you.

1.

2.

3.

4.

5.

Step 3 Write down at least three RELATIONSHIPS that ECES makes between its facts and your personal information.

1.

2.

3.

4.

5.

Step 4 There are many more sources of information besides ECES.

However, Not all of them offer you feedback on all three types of information.

Fill out the worksheet as fully as you can.

WORKSHEET FOR ASSIGNMENT FOR GROUP MEETING 7

What Type of Information Does Each Source Offer?

(Give one example of each where possible)

	Source of Information	FACTS	PERSONAL	RELATIONSHIPS
1.	*ECES*	*Activities Performed*	*My Interests*	*My grades compared to to the entrance requirement level of the occupation.*
2.				
3.				
4.				
5.				
6.				
7.				
8.				

9.

10.

GOAL 2: To identify the types of decisions you will have to make in your career planning.

Step 1 Write down the types of decisions you will have to make during high school.

1.

2.

3.

Step 2 Write down the types of decisions you will have to make about education or training after high school.

1.

2.

3.

Step 3 Write down the types of decisions you will have to make about occupations.

1.

2.

3.

HAND IN ASSIGNMENT BEFORE GROUP MEETING 7.

GROUP MEETING 7

GOAL 1: (10 minutes) To motivate the student to participate in this class meeting.

If homework assignments were handed in, hand back assignments. Make sure you write at least two comments on each paper.

1. Comment on the most positive aspect of the student's work.
2. Comment on any difficulties the student is having--and show him how to solve it.

If homework assignments were not handed in, continue with the following procedures.

Over the course of the meeting:

1. Respond to each student at least once at Level 3, focusing on his participation in the group.
2. Respond to the group as a whole at Level 3, focusing on their participation as a group.

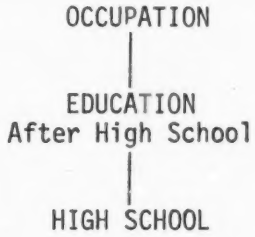
GOAL 2: (45 minutes) To place the use of information sources and types into the career-planning model, and compare each to the relevant career-planning decisions.

Note > Use the inquiry method to involve students in developing this chart.

Step 1 Develop a composite list of information sources from the students' assignments.

Step 2 Rank the sources of information in terms of how many types of information they offer, (1, 2, 3).

Step 3 Outline the career-planning model.



Step 4 Review the decisions to be made at each step, from students' assignments.

For example: (you may wish to get more specific)

I. High School - Courses Required.

1. Required course selection.
2. Elective course selection.
3. Major (technical program; college preparatory program).

II. Post High School - Education or Training Required.

1. Military training.
2. One-year technical training or apprenticeship.
3. Two years technical training or vocational apprenticeship training.
4. Two years junior college or community college.
5. Four years college.

III. Occupations

1. What people in this occupation must DO.
2. What occupation this occupation prepares me for.

Step 5 Make a Source by Type of Information Chart and fill it in. (F= factual, P= personal, R= relationships)

Source of Information	Type of Information Offered		
	F	P	R
1. ECES	x	x	x
2. T.V. Shows about Jobs.	x		
3. Occupational Outlook Handbook	x		x
4. Parents	x	x	x
5. Counselor	x	x	x

Etc.

Step 6 Use an x to indicate what types of information each source offers.

Step 7 Have student fill out his Worksheet as you go.

Step 8 Point out that ECES is another source of information, but that it is designed to follow the decision-making model they have learned.

Point out that they can use the decision-making model for all career decisions, and that all they have to do is use different sources to fill in the different types of information they need to make their career-planning decisions.

Make Assignment for Terminal Visit 4 and Group Meeting 8.

WORKSHEET FOR GROUP MEETING 7

SOURCE BY TYPE OF INFORMATION CHART

Goal: To learn what sources of information are available to you when you plan your career, and what types of information they have to offer you.

Source of Information	Type of Information Offered		
	F*	P*	R*

* F = Facts, P = Personal, R = Relationship

ASSIGNMENT FOR TERMINAL VISIT 4

GOAL: To continue to develop your career-planning skills.

INFORMATION:

You know that there are three kinds of information you will always want to know before you make each of your career decisions.

They are:

1. FACTS about the occupation, or school, or major involved in the decision.
2. PERSONAL information about your interests, aptitudes, abilities, and special requirements that relate to the decision.
3. RELATIONSHIPS between the facts and your personal requirements as they relate to the decisions you must make.

Step 1 Review your career plans that you developed in Group Meeting 5.

Step 2 For each decision you must make, ask yourself whether you feel you have enough of each type of information to make a good decision.

Step 3 Fill out the Decision Readiness Worksheet on page 43.

Step 4 For all the areas where you have a 0 on your worksheet, decide how ECES can help you find the information.

Step 5 For each piece of information that ECES can help you with, write down the steps you will take on ECES to find out the information.

Information	ECES Steps
1.	
2.	

Information	ECES Steps
3.	
4.	
5.	

The ECES steps become part of your search strategy for Terminal Visit 4.

BRING THIS ASSIGNMENT AND YOUR PRINT-OUT WITH YOU TO GROUP MEETING 8.

DECISION READINESS WORKSHEET

GOAL: To help you to identify areas where you need more information to make good career decisions.

DECISION AREAS	TYPES OF INFORMATION		
	Facts	Personal	Relationships
High School Program (Technical or College).			
High School Courses Required			
High School Courses Elective			
Post High School Education (Technical-Vocational or Two or Four-year College).			
Post High School Training (Major).			
What people in the occupation DO.			
What occupations this occupation prepares me for.			

Step 1 Place an X where you feel you have enough of that type of information to make a good decision in each of the above decision areas.

Step 2 Place a 0 where you feel you do not have enough of that type of information to make a good decision in each of the above decision areas.

HAND IN ASSIGNMENT AND DECISION READINESS WORKSHEET BEFORE GROUP MEETING 8

TERMINAL VISIT 4

GOAL: To continue your ECES exploration

Step 1 Complete the ECES steps that you developed in your assignment to find the information you were missing.

Note > Do not take more then 30 minutes.

Step 2 If Step 1 did not take more than 30 minutes, and if you have not explored and liked at least three occupations, use this time to explore additional occupations you are interested in.

Step 3 When 20 minutes remain in your period, call for Chart 80.

Be sure to get BOTH PARTS !!

Step 4 Write down any questions you want your counselor to answer.

My questions about Chart 80 are:

1.

2.

3.

My questions about the Decision Readiness Worksheet are:

1.

2.

3.

Other questions I have are:

1.

2.

3.

Step 5 Hand in to your counselor your Questions, Chart 80, and your Decision Readiness Worksheet BEFORE GROUP MEETING 8.

ASSIGNMENT FOR GROUP MEETING 8

GOAL 1: To make one non-career or personal decision using the decision-making model learned for making career decisions.

REASON: So you can use the same skills you learned for making career decisions to make personal decisions.

Fill in the Chart on the next page in numerical order to make this decision.

STEPS:

1. State the problem (in mathematical terms, if possible).
2. State the goal (in mathematical terms, if possible).
3. List the alternative courses of action across the top.
4. List the reasons for choosing between these alternatives (at least one each of physical, intellectual, and emotional).
5. Weight or value your reasons from 1-10.
6. Compare each reason and alternative and indicate a favorability sign:

   ++, +, +-, -, --

7. Multiply the value by the sign to get a score for each cell.
8. Total the scores for each alternative.
9. State your reaction to the alternative having the highest score.

HAND IN THIS ASSIGNMENT BEFORE GROUP MEETING 8.

3:

asons	5. Value	Alternative 1		Alternative 2		Alternative 3	
		6. Favorability Sign	7. Score	6. Favorability Sign	7. Score	6. Favorability Sign	7. Score
(Physical)							
(Intellectual)							
(Emotional)							
(Others)							
			8. Total _____		8. Total _____		8. Total _____

ighest alternative is:

1. PROBLEM:

2. GOAL:

3:

4. Reasons	5. Value	Alternative 1 6. Favorability Sign	Alternative 1 7. Score	Alternative 2 6. Favorability Sign	Alternative 2 7. Score	6. F
(Physical)						
(Intellectual)						
(Emotional)						
(Others)						
			8. Total _____		8. Total _____	

9. My Reaction to the highest alternative is:

GROUP MEETING 8

Note 1 Make sure that students have received Chart 80 from the ECES terminal. They should bring their print-out to this meeting.

GOAL 1: (10 minutes) To motivate the student to participate in this class meeting.

If homework assignments were handed in, hand back assignments. Make sure you write at least two comments on each paper.

1. Comment on the most positive aspect of the student's work.
2. Comment on any difficulties the student is having--and show him how to solve it.

If homework assignments were not handed in, continue with the following procedures.

Over the course of the meeting:

1. Respond to each student at least once at Level 3, focusing on his participation in the group.
2. Respond to the group as a whole at Level 3, focusing on their participation as a group.

GOAL 2: (10 minutes) To review personal decision-making assignments and emphasize that the decision-making model can be used for any decision.

Step 1 Counselor does own example of solving a personal problem on the board.

Step 2 At each step, respond to any difficulties that students had in their own personal problems.

In particular, emphasize stating the problem and the goal in some mathematical relationship.

i.e., $A = B$ $A \neq B$

$A > B$ $A < B$

$A = 0$ $A \neq 0$

GOAL 3: (20 minutes) To review Chart 80 and any problems the students had interpreting the Chart; and to put Chart 80 into perspective relative to decision making.

Step 1 Review the half of Chart 80 that summarized Chart 10's.

Cover all symbols and shorthand to be certain students understand.

Step 2 Review the ranking of the students' best-liked fields of interest.

Point out that self estimates and exploration responses went into the ranking.

Step 3 Repeat Step 2 for levels of education required.

Step 4 Review the ranking of the students' occupations.

Point out that self estimates and exploration responses went into the ranking.

Point out that all rankings reflect the students' requirements and values in terms of the items used. If other items were used, then the rankings might be different.

Emphasize that, while ECES does include all three types of information material, there are other personal, factual, and relationship items that the student should include when making his decisions.

The key, here, is to show that the decision-making model can be extended to include these additional items.

Step 5 Draw a mock-up of the decision-making model to demonstrate how additional items are included.

		Alternative 1		Alternative 2	
Original Reasons	weight				
Reason 1	10	++	20	+	10
Reason 2	8	+	8	++	16
Reason 3	4	+	4	+	4
		+	32	+	30
Added Reasons	weight				
Added Reason 1	6	+	6	++	12
Added Reason 2	10	-	-10	-	-10
Added Reason 3	4	++	8	++	8
		+	4	+	10
		+	32	+	30
		+	36	+	40

GOAL 4: (10 minutes) Review any areas that need review.

Make assignment for Group Meeting 9 (Speaker).

Note 2 If you are substituting "A Day on the Job" for the speaker, this assignment can be omitted.

ASSIGNMENT FOR GROUP MEETING 9 - The Speaker

Note — Do this assignment only if it is appropriate to the type of speaker you are having.

PURPOSE: To get you ready to make maximum use of your's and the speaker's time in furthering your career planning.

Step 1 — Use the Occupational Outlook Handbook and review the sections that relate to the occupations in the industry the speaker will represent.

Step 2 — Identify one of the occupations you are interested in that you have not previously explored on ECES.

Write its name on the top of your Career Information Worksheet found on page 50.

Step 3 — Read the Occupational Outlook Handbook and fill in as many facts as you can about the occupation on the Career Information Worksheet.

Step 4 — If you have time, and the occupation is on ECES, explore the occupation and continue to fill in your worksheet.

Step 5 — Go to at least five other sources of information. Continue to fill out your worksheet.

Note — If you can fill in more than three facts under each topic on the worksheet, do so !

Step 6 — Try to talk with someone in the job you are considering.

Step 7 — Write down three questions about the occupation you have not been able to answer.

Note — Do not include two questions from the same topic area:

Question 1 (Physical Area)_____

_____

_____

Question 2 (Intellectual Area)_____

_____

_____

Question 3 (Emotional-Interpersonal Area)_____

_____

_____

Step 8 Be prepared to ask at least one of your questions of the speaker during the presentation.

Step 9 Hand in to your counselor the name of the occupation you are considering and the questions you intend to ask as soon as possible.

CAREER INFORMATION WORKSHEET

for Assignment for Group Meeting 9

My Occupation is _____

FACTS I LEARNED	SOURCE I USED: "Occupational Outlook Handbook"	Counselor	Parents	Friends	Other Career Info. Sources Name _____	T.V.	Personal Interview With Someone On The Job	Books (name _____)	Other _____	Other _____
PHYSICAL										
Personal 1.										
2.										
3.										
Factual 1.										
2.										
3.										
Relationship 1.										
2.										
3.										
INTELLECTUAL										
Personal 1.										
2.										
3.										
Factual 1.										
2.										
3.										
Relationship 1.										
2.										
3.										
EMOTIONAL-INTERPERSONAL										

FACTS I LEARNED	"Occup				Other Caree Name		Personal Someon	Books (name	Other	Other
PHYSICAL										
Personal 1.										
2.										
3.										
Factual 1.										
2.										
3.										
Relation-ship 1.										
2.										
3.										
INTELLECTUAL										
Personal 1.										
2.										
3.										
Factual 1.										
2.										
3.										
Relation-ship 1.										
2.										
3.										
EMOTIONAL-INTERPERSONAL										
Personal 1.										
2.										
3.										
Factual 1.										
2.										
3.										
Relation-ship 1										
2										
3.										

GROUP MEETING 9

Note — You may want to substitute "A Day on the Job" Program for the Speaker. Please contact the Vocational Education Office of the Genesee Intermediate School District for further information.

PURPOSE: To conduct presentation for benefit of all students and speaker.

Notes — You may want to schedule more time than one hour for the presentation--this will depend on the speaker. But be certain there is at least 20 minutes for the 10 questions that the students will ask (less time if you have fewer students).

You should give the speaker the list of the occupations and questions the student will focus on; and encourage him to prepare his answers beforehand.

You should encourage the speaker to ASK QUESTIONS OF THE STUDENTS, relating to their career planning and decision making.

He might also like to involve the students in an inquiry process based on the use of their homework.

You might meet with the speaker beforehand and outline the processes that the students have been through, so he can orient his presentation to their frames of reference.

Point out to the students that they should write down new facts that they learn during the presentation--noting areas where they fall.

Step 1 — Establish rules for the presentation.

1. Raise hand to speak.
2. Respond to the previous person (student or speaker) before asking your question.
3. Allow questions during presentation only if speaker agrees and the presentation is designed to be interactive.

Step 2 — You conduct question period after presentation if the speaker does not.

Make certain that each student asks one question.

Make Assignment for Group Meeting 10.

ASSIGNMENT FOR GROUP MEETING 10 (Counselor)

PURPOSE: To review the career-planning skills the student has learned.

Step 1 Student lists the career-planning decisions he will have to make between the time he enters high school and the time he starts work at a full-time job.

1. What High School Program to select.

   College Prep
   General
   Skill Center
   Etc.

2. What High School Courses are necessary to enter the level of schooling or training planned after high school.

3. What Elective High School Courses to select that will best prepare the student for the occupations he is considering.

4. What Level of Schooling or Training is necessary to enter the occupation he is considering.

5. What Major Training or Education Areas he must take to prepare for the occupation he is considering.

6. What School or Training Institution he should select.

7. What Occupation he should choose that will best help him meet his life objectives.

Step 2 Student lists three GENERAL types of information he needs to know to make any of these career decisions.

1. Facts.

2. Personal requirements.

3. Relationships between facts and personal requirements.

Step 3 Student lists the sources of information he could use to find out about these general types of information and indicates which general types of information each source could offer him.

Sources	Facts	Personal Requirements	Relationship
1. ECES	x	x	x
2. Counselor	x	x	x
3. Parent	x	x	x
4. Peer		x	
5. Other Adult	x	x	x
6. Other Career Information.	x		
7. Books	x		
8. T.V.	x		
9. Work Experience	x	x	x
10. Job Interviews	x	x	x

Step 4 Student lists the steps he would use to make a logical decision.

1. Define Problem (mathematically).
2. Define Goal (mathematically).
3. List Alternatives.
4. List Reasons--include some of each:

   Physical
   Intellectual
   Emotional

5. Weight Reasons.
6. Assign Favorability Signs.
7. Multiply 5 x 6 to get scores.
8. Add scores for each alternative.

Step 5 Student lists tentative career plans that he has made.

Starts with his goal--a tentative occupational choice, and works backwards showing the tentative plans he has made or alternatives he has identified at each decision step along the way.

Student's tentative Occupational Goal_____

Specific Plans (or possible alternatives) at each step along the way. i.e.,

Step _____ My plans or alternatives:

_____

_____

Step _____ My plans or alternatives:

_____

_____

Etc. (Including about six steps.)

ASSIGNMENT FOR GROUP MEETING 10 (Student)

PURPOSE: The purpose of this Assignment is to review the career-planning skills you have learned.

Step 1 List the career planning decisions that you will have to make between the time you enter high school and the time you start work at a full-time job.

1.

2.

3.

4.

5.

6.

Step 2 List three GENERAL types of information you need to know to make any of these career decisions.

1.

2.

3.

Step 3 List the sources of information you could use to find out about these general types of information and indicate which general types of information each source could offer you.

(See top of next page)

Type of Information Offered

Sources			
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Now you have listed the decisions you have to make, and the places where you can go to get information about these decisions. The next step is to determine how you would use this information to make your decisions.

Step 4 List the steps you would use to make a logical decision.

1.

2.

3.

4.

5.

6.

7.

8.

Once you have made a decision in each of your career planning areas, the next step is to specify exactly what steps you will take to go from where you are to where you want to go.

Step 5 List the tentative career plans that you have made.

Start with your goal--a tentative occupational choice, and work backwards showing the tentative plans you have made or alternatives you have identified at each decision step along the way.

My tentative occupational goal is:

_____

Step _____ My Plans or Alternatives:

_____

_____

_____

Step _____ My Plans or Alternatives:

_____

_____

_____

Step _____ My Plans or Alternatives:

_____

_____

_____

Step _____ My Plans or Alternatives:

_____

_____

_____

Step _____ My Plans or Alternatives:

_____

_____

_____

Step _____ My Plans or Alternatives:

_____

_____

_____

Step _____ My Plans or Alternatives:

_____

_____

_____

GROUP MEETING 10

GOAL 1: (10 minutes) To motivate the student to participate in this class meeting.

If homework assignments were handed in, hand back assignments. Make sure you write at least two comments on each paper.

1. Comment on the most positive aspect of the student's work.
2. Comment on any difficulties the student is having--and show him how to solve it.

If homework assignments were not handed in, continue with the following procedures.

Over the course of the meeting:

1. Respond to each student at least once at Level 3, focusing on his participation in the group.
2. Respond to the group as a whole at Level 3, focusing on their participation as a group.

GOAL 2: Review the career-planning skills covered in this training.

Step 1 Have the students develop composite answers to each of the homework steps.

Step 2 Have them fill out the Class Worksheet as they go.

Make assignment for Personal Visit 3.

ASSIGNMENT FOR PERSONAL VISIT 3

GOAL: To pull together your experience in this program, and make sure that your goals have been met.

Step 1 Look at the original three goals that you and your counselor developed during Personal Visit 1.

Do you feel that you have gone as far towards completing your goals as you could have in this program? (Circle One)

Yes No

Step 2 List any questions you have about these goals or any areas you feel you are not sure about.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Step 3 Look at the individual program that you and your counselor developed during Personal Visit 2.

Do you feel that you have made satisfactory progress in reaching your goal in this program? (Circle One)

Yes No

Step 4 List any questions or difficulties you have in relation to this program and your progress in it.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Step 5 Review your homework and classroom worksheet for Group Meeting 10.

Write down any questions you have about any part of the assignments.

1.

2.

3.

4.

5.

PERSONAL VISIT 3

Step 1 Respond to student at Level 3.

Step 2 Respond to student's assignment and resolve any final questions the student has.

Step 3 Put the whole experience in perspective for the student.

Spell out where he started.

Spell out where he wanted to go.

Spell out where he is now.

Spell out the skills he has learned.

Step 4 Reinforce the student's efforts and strength in all facets of the program.

Step 5 For any unresolved issues in the student's career planning, develop a systematic program to guarantee that he gets where he wants to go.

Step 6 Develop the student's career plan based upon the occupational objective he has chosen.

Step 7 Tell the student to review his worksheets and assignments for the post-test, and tell him when he will be taking it.

CAREER PLAN

GOAL: To develop a career plan for you which will help you reach your occupational objective.

This is an outline for you and your counselor to follow in developing your career plan.

Student's name_____

My occupational objective is_____

My alternative courses of action to reach my occupational objective:

1._____

2._____

3._____

4._____

5._____

These alternative courses of action would also prepare me for the following occupational objectives:

1._____

2._____

3._____

4._____

5._____

Career Plan (con't)

These are the high school courses that I must take to meet our basic high school graduation requirements:

GRADE 10

GRADE 11

GRADE 12

These are the recommended courses and specialized training that I should take to help me reach my occupational objective:

GRADE 10

GRADE 11

Career Plan (con't)

GRADE 12

_____ _____

_____ _____

_____ _____

_____ _____

These are the post high school majors I could take to reach my occupational objective:

_____

_____

_____

These are the recommended courses to take for my post high school major(s). (List post high school major first and then the recommended courses.)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

This is the institution (college or school) where I plan to take my post high school training:

_____

SUPPLEMENT

STUDENT EVALUATION

Rate each student on his homework and his classwork at each contact.

Have the monitor provide ratings for each terminal visit, using the same scales.

Following, you will find two (2) Homework Rating Scales and seven (7) Classroom Rating Scales for evaluating students. You do not have to give each student nine scores. Instead, these scales represent the dimensions of the behavior you will be rating. Consider all the dimensions that are relevant when you give the student his TWO COMPOSITE RATINGS (one for homework, one for classwork) at each contact.

Use the Student Rating Worksheet for this purpose. A sample worksheet is on Supplement page 6.

HOMEWORK SCALES

LEVELS	% OF ACCURACY	% OF COMPLETION
5.0 Leader	100%	125%
4.5		
4.0 Contributor	80%	100%
3.5		
3.0 Participant	60%	80%
2.5		
2.0 Observer	40%	60%
1.5		
1.0 Disruptor	20%	40%

CLASSROOM SCALES

PHYSICAL EVALUATION

Level	Behavior	Attendance	Materials
5.0 Leader	Demonstrates, explains, moves to others to help.	Visits counselor and/or terminal in addition to scheduled appointments. Initiates work with others outside of class.	Brings additional resource materials to class.
4.0 Contributor	Moves to board or front of class to demonstrate. Initiates interaction.	Attends every session. Visits terminal for additional information.	Suggests additional resource materials.
3.0 Participant	Actively participates.	Attends most scheduled sessions.	Brings all required materials to class (print-outs, charts, workbook, source material, etc.)
2.0 Observer	Sits quietly. Observes. [illegible] others to distract. Laughs or ridicules.	Misses some sessions or appointments.	Brings some materials to class.
1.0 Disruptor	Actively distracts by moving around room, throwing things, etc.	Does not keep appointments. Misses most sessions.	Brings no materials to class.

CLASSROOM SCALES

INTELLECTUAL EVALUATION

Level	Question Asking	Question Answering	Task Completion
5.0 Leader	Questions are directed at getting others to search for additional information--provoke action in others. Questions are searching for answers counselors do not have.	Answers question, relates to topic. Answers questions, relates to previous questions.	Suggests improved way for completing tasks. Adds new implications of class task. Adds new classroom tasks. Helps others complete tasks.
4.0 Contributor	Questions are exploring unexplored areas. Questions provoke thought in others.	Answers question correctly and adds information.	Adds new implications of class tasks. Adds to classroom tasks. Completes all class tasks correctly.
3.0 Participant	Questions are to relate bits of information. Questions are for information, clarification or understanding.	Answers most questions correctly.	Occasionally adds new implications of class tasks. Completes most classroom tasks correctly.
2.0 Observer	Questions are repetitive and/or unrelated to classroom proceedings.	Shrugs or looks away when asked a question. Answers questions incorrectly.	Does only limited amount of work. Does most work incorrectly.
1.0 Disruptor	Questions are destructive. Many times cannot formulate questions.	Laughs or scoffs when asked a question.	Does not do assignments or does most assignments incorrectly. Mimicks assignment.

CLASSROOM SCALES

EMOTIONAL EVALUATION

Level	Responding		
5.0 Leader	Acknowledges others' ideas and feelings. Elicits ideas from others.		
4.0 Contributor	Acknowledges others' ideas and feelings and reacts to them.		
3.0 Participant	Acknowledges others' ideas and feelings.		
2.0 Observer	Shows little regard for others' ideas and feelings.		
1.0 Disruptor	Attacks others.		

STUDENT RATING WORKSHEET

STUDENT NAMES →	1		2		3		4		5		6		7		8		9		10	
	H*	C*	H	C	H	C	H	C	H	C	H	C	H	C	H	C	H	C	H	C
First Personal Visit																				
Group Meeting 1																				
Group Meeting 2																				
Group Meeting 3																				
Terminal Visit I																				
Group Meeting 4																				
Terminal Visit II																				
Second Personal Visit																				
Group Meeting 5																				
Terminal Visit III																				
Group Meeting 6																				
Group Meeting 7																				
Terminal Visit IV																				
Group Meeting 8																				
Group Meeting 10																				
Third Personal Visit																				
TOTAL SCORE																				

H = "new" Rat C "ass " Ra

supplement 6

Genesee Intermediate School District

2413 W. MAPLE AVENUE TELEPHONE 232-9161 FLINT, MICHIGAN 48507

February 10, 1972

Dear Student:

You are being considered for participation in a career planning program during this second semester.

This new program will consist of ten career planning meetings, three personal visits with a counselor, and four interactions with a computer designed to give you an opportunity to explore and understand your possible career opportunities.

An appointment has been scheduled for you on _____

at _____ to determine if you will be able to participate in the career planning program.

If you would like to participate in this program, you must confirm your appointment with the guidance secretary.

We are looking forward to working with you to help you prepare for the world of work.

Guidance Department

dp

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ERWIN L. DAVIS
SUPERINTENDENT

ROBERT A. ACKERMAN
ASSISTANT SUPERINTENDENT
BUSINESS AND ADMINISTRATION

ALFRED GWILLIM PH. D.
ASSISTANT SUPERINTENDENT
CURRICULUM AND INSTRUCTION

GEORGE CECH
PRESIDENT

DUANE TESTER
VICE PRESIDENT

RAYMOND C. SYRING
TREASURER

ELMER A. KNOPF
TRUSTEE

RICHARD L. WOOD
TRUSTEE

Genesee Intermediate School District

2413 W. MAPLE AVENUE TELEPHONE 232-9161 FLINT, MICHIGAN 48507

February 10, 1972

Dear Parent:

Your son or daughter is being considered for participation in a career decision-making program designed to help him or her formulate high school and post high school career plans.

The program, offered through the Genesee Intermediate School District, will consist of a series of ten career planning meetings, three individual conferences with a counselor, and four personal interactions with a computer that will enable the student to explore and understand his different career opportunities.

Beginning on February 24, the group meetings will be on Tuesdays or Thursdays, from 11:00 a.m. to 12:10 p.m. The computer visits will be scheduled between 8:00 a.m. and 12:00 noon. The personal visits will be scheduled during the normal school day. The students participating in the program will be asked to provide for their own transportation to early meetings. A loop bus is available for the group meetings, as it arrives at Ainsworth by 10:50 a.m.

Please feel free to call me if you desire additional information. My number is 232-9161, extention 40, at the Genesee Intermediate School District.

Sincerely,

Marilyn Giffin, Consultant
Guidance and Counseling

MG:dp

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ERWIN L. DAVIS
SUPERINTENDENT

ROBERT A. ACKERMAN
ASSISTANT SUPERINTENDENT
BUSINESS AND ADMINISTRATION

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TRUSTEE

RICHARD L. WOOD
TRUSTEE

GLOSSARY

ALTERNATIVE - a choice

ANALYSIS - putting facts together to make sense out of them

AREA OF STUDY - a group of courses which share similar types of skills

CAREER - what you do for the rest of your life -- all the jobs you do

CAREER PLANNING - a step-by-step way of making sure you get the jobs you really want

CHART - a computer print-out that organizes information so you can use it easily

CLARIFICATION - making sense out of something

COMPUTER - a machine which collects and gives back all kinds of information

COURSE OF STUDY - the things you need to know about certain skills

CRITERION - a reason for making a decision about something

CRITERIA - plural of criterion, more than one reason for making a decision about something

CURRICULUM - the group of courses offered at your school

DATA - a number of facts or information

DECISION - making a choice

EMOTIONAL - having to do with the way you feel about things and how they effect your attitudes

EVALUATE - to decide how important something is

EXPANSION - adding to the number of alternatives you have to choose from

EXPLORATION - looking for something

FIELD - a group of similar interests

FREQUENCY - how often something happens

GENERAL - a category which includes a number of related facts or ideas

GOAL - something to aim for

INSTITUTION - a school or college or jail

INTELLECTUAL - having to do with what you know, or learn, or think about

INTEREST - what you like to do

INTERPERSONAL - a relationship between persons

JOB - what you earn a living at

LEVEL - the amount of education required

LOGICAL - something that makes sense, is reasonable and reliable

MAJOR - a group of courses that relate to learning all the skills in a given area

NARROWING - the process of choosing between your alternatives

OCCUPATION - a job at which you earn your living

ORIENTATION - the first time you learn about what you will be doing

PHYSICAL - having to do with what actually happens to you and what you actually have to do

POST HIGH SCHOOL - after high school

SCALE - a way to measure something

SEARCH STRATEGY - a plan for exploring occupations or majors on the ECES terminal

SELF-ESTIMATE - what you think or feel about yourself

SERVICE - something done that is helpful

SPECIFIC - a single fact or idea

SPECIFY - to name or identify something

STRATEGY - a plan of action

SUMMARY - a review of important points

SYMBOL - a sign used to represent words

SYSTEMATIC - a step-by-step way of doing something

TENTATIVE - something which may easily change

TERMINAL - a typewriter and film screen that lets you communicate with the computer